



**UNIVERSITY OF ALBERTA
COLLABORATIVE BACCALAUREATE
NURSING PROGRAM
KEYANO COLLEGE**

COURSE SYLLABUS

**NURSING 491
Section A, B, C, ~~D~~ & DE
NURSING PRACTICE VII
September 3, 2013 – October 18, 2013**

Course Tutors:

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NURSING 491
NURSING PRACTICE VII
 COURSE OUTLINE

CALENDAR STATEMENT

NURS 491 Nursing Practice VII *7 (fi 14) (either term, 3-26c-2 in 7 weeks).
 Management and care of clients in ambiguous, complex, situations occurring over a variety of settings. Pre-~~or~~erequisite: NURS 490. Prerequisites: NURS 391, 394 and 395.

COURSE HOURS

LEC: 0 SEM: 21 LAB: 14 CLINICAL: 182

COURSE DESCRIPTION

Opportunities will be provided for students to experience nursing practice with acutely ill clients or clients in ambiguous complex situations over a continuous block of time, e.g. inpatient acute care, home care, or other complex community settings. Management and care of clients with stable or unstable, predictable or unpredictable disruptions of health will be the focus of this clinical course.

In addition, management of health promotion and prevention activities utilizing advanced interpersonal/communication skills, health counselling, and teaching will be emphasized.

TUTOR INFORMATION

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Field Code Changed

[Faculty X](#)
[Phone \(Office\):](#)
[Email:](#)

Tutors are available for student consultation in their office the day after clinical from 1000 – 1200 hours. If the day after clinical occurs on a weekend or a statutory holiday, then tutors will be available on the next business day. Please contact your tutor or (780-791-4889) to arrange a specific time.

COURSE OBJECTIVES

LEVELS OF INDEPENDENCE

In evaluating objectives, the following levels of independence will be used:

With assistance: The student requires direction and information.

With minimal assistance: The student requires *occasional* direction and information.

With guidance: The student requires clarification, prompting and confirmation.

With minimal guidance: The student requires *occasional* clarification, prompting and confirmation.

Independently: The student works mostly on his or her own and seeks information, clarification and consultation as appropriate.

Definition of terms:

Direction: Clinical tutor tells student what to do, about what steps to take.

Information: Clinical tutor tells student specifics about a concept or topic.

Clarification: Clinical tutor, through questioning and feedback, assists the student to state their information in a different and clearer way, often with more details. Student asks questions to increase their understanding; questions asked demonstrate a sound knowledge base.

Prompting: Clinical tutor provides student with a cue that answer is incomplete or incorrect and how to resolve the lack of information. A prompt is broader than a hint. Prompting is generally used to add breadth or depth.

Confirmation: Clinical tutor provides positive feedback for correct information and direction provided by the student.

Consultation: The student provides clinical tutor with information and/or direction and asks specific questions about the information or direction which the instructor confirms.

Occasional: The clinical tutor provides input every now and then.

OBJECTIVES

Overarching statements:

Students are responsible to familiarize themselves with *Graduate Competencies and Year Outcomes (with Cross Reference to courses) 2012-2013*, which is available in the student handbook 2013-2014. Attention must be given to the competencies that are identified as being relevant to NURS 491.

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Students must regularly refer to the document entitled *Graduate Competencies and Year-End Outcomes Condensed Version 2012-2013*. Attention must be given to the Year 4 Column. This document serves as the basis for the evaluation of students' clinical practice.

All students must practice in a manner that is consistent with:

- CARNA Nursing Practice Standards (2003) and all other CARNA standards
- The CNA Code of Ethics for Registered Nurses (2008).

In addition to maintaining competency with previous course objectives, upon completion of NURS 491, the nursing student will be able to:

- Demonstrate, independently, the processes of self-directed learning, critical thinking, and group process in utilizing context-based learning, in all learning activities.
- Demonstrate, independently or with minimal guidance, the ability to practice in accordance with Year 4 competencies, as described in the document entitled: *Graduate Competencies and Year-End Outcomes Condensed Version 2012-2013*.

- Demonstrate, independently or with minimal guidance, the ability to provide evidence-based, competent nursing care to clients who are acutely ill and/or are in ambiguous complex situations, in a variety of settings (primarily hospitals and home care).
- Demonstrate, independently or with minimal guidance, the ability to manage health promotion and prevention activities using advanced therapeutic/interpersonal communication skills, health counselling skills, and teaching and learning principles.
- Demonstrate knowledge of the relevance of primary health care to all areas of practice.
- Demonstrate the ability to integrate knowledge into clinical practice.

NURSING PROGRAM POLICIES

Please refer to the University of Alberta Calendar for Specific Nursing Program Policies and Keyano College Nursing Program Handbook for policies related to Clinical Practice.

LATE POLICY FOR ASSIGNMENTS

All assignments are to be passed in at the time and place they are due. Please see timetable. Extensions on assignments may be granted and must be negotiated with the tutor prior to the due date and with **a date specified for late submissions**. If prior arrangements are not made, a penalty of a letter grade for each working day that an assignment is submitted after the due date will be deducted from the final grade i.e. an assignment graded at B would receive an adjusted grade of B- if handed in one day late; if two days late, the grade is adjusted to C+ etc.

SPECIALIZED SUPPORTS & DUTY TO ACCOMMODATE

DISABILITY SUPPORT SERVICES: LEARNER ASSISTANCE PROGRAM

If you have a documented disability or you think that you would benefit from some assistance from a Disabilities Counselor, please call or visit the Disability Supports Office 780-792-5608 to book an appointment (across from the library). Services and accommodations are intended to assist you in your program of study, while maintaining the academic standards of Keyano College. We can be of assistance to you in disclosing your disability to your instructor, providing accommodations, and supporting your overall success at Keyano College.

SPECIALIZED SUPPORTS AND DUTY TO ACCOMMODATE

Specialized Support and Duty to Accommodate are aligned with the office of Disability Support Services: Learner Assistance Program (LAP) guided by federal and provincial human rights

legislation and defined by a number of Keyano College policies. Keyano College is obligated by legislation to provide disability-related accommodations to students with identified disabilities to the point of undue hardship.

POLICY STATEMENTS

Commented [DH2]: Up to date and aligned with U of A

This course outline acts as an agreement between the student and the tutor(s) of this class regarding the details of the course. "Policy about course outlines can be found in Section 23.4(2) of the University Calendar." (General Facilities Council, 29 SEP 2003).

[http://www.registrar.ualberta.ca/calendar/Regulations-and-Information/Academic-Regulation/23.4.html#23.4\(2\)](http://www.registrar.ualberta.ca/calendar/Regulations-and-Information/Academic-Regulation/23.4.html#23.4(2))

"The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour accessed online at <http://www.governance.ualberta.ca/en/CodesofConductandResidenceCommunityStandards/CodeofStudentBehaviour.aspx> (also available on Moodle) and avoid any behaviour which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University." (GFC, 29 SEPT 2003).

Please review the Academic Integrity page for the University of Alberta accessed at <http://www.uofaweb.ualberta.ca/TIE/index.cfm>

"Without Academic Integrity, an educational institution would suffer complete failure. At the University of Alberta, our top priority is to maintain the integrity of the degrees we offer. To that end, we have created the Truth In Education program. It is designed to promote integrity in all educational activities, including learning, teaching, research and community events".

The Faculty of Nursing is committed to providing an environment of equality and respect for all people within the University community, and to educating faculty, staff and students in developing teaching and learning contexts that are welcoming to all. The Code of Student Behaviour also identifies inappropriate behaviours such as disruption, discrimination or violations of safety and dignity towards members of the University community.

The Faculty recommends that students and staff use inclusive language to create a classroom atmosphere in which students' experiences and views are treated with equal respect and value in relation to their gender, sexual orientation, and racial and ethnic background.

Audio or video recording of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a part of an approved accommodation plan. Recorded material is to be used solely for personal study and is not to be used or distributed for any other purpose without prior written consent from the instructor.

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Please note that the use of any electronic device in examination situations, including cellular phones, tablets, laptops, Palm Pilots, and hand-held computers, is strictly prohibited. The use of calculators is only allowed when specifically for a particular exam. If a cellular phone is required for urgent messages, it must be left with an examination proctor for the duration of the examination. All other cellular phones must be turned off.

COMMUNICATION

Students must use their University of Alberta e-mail address and include a subject line when communicating with the University of Alberta and Keyano College. The content messages of both e-mail and voice mail must be delivered in a professional manner.

Inappropriate messages may be considered “harassment”. Refer to the Code of Student Behaviour Section 30.3.4(6) d. See also the University of Alberta Discrimination and Harassment Policy § 44 *GFC Policy Manual*, accessed at:

<https://policiesonline.ualberta.ca/PoliciesProcedures/Pages/DispPol.aspx?PID=110>

The use of social networking services such as, but not limited to, Facebook, MySpace, Twitter, internet messaging, blogs and wikis, are subject to the professional and ethical responsibilities outlined in the Canadian Nurses Association (2008) *Code of ethics for Registered Nurses, Part I (E): Nursing Values and Ethical Responsibilities (Maintaining Privacy and Confidentiality)*, and the *University of Alberta Code of Student Behaviour*, Section 30.3.3 (Inappropriate Behaviour in Professional Programs).

Please read **APPENDIX A** for nursing student role and responsibility expectations in the clinical setting.

REQUIRED LEARNING EXPERIENCES

1. During this course, students will have a continuous experience in ambiguous complex situations in an acute care or home care setting, with adults or children.
2. Where the clinical setting allows, students will co-ordinate care for up to 3-4 clients. Alternately, bearing in mind the characteristics of specific placement settings such as client acuity levels, home care co-ordination and specialty areas, students will then co-ordinate care for two-thirds to three-quarters of a novice RN’s optimal case load for that setting. The emphasis should be on depth and breadth of student learning and client safety.
3. Participate in selected lab activities. Please see Student Handbook for dress code in lab.
4. Using a nursing model, assess and intervene with clients and their families.
5. Participate in client and family education.

6. Collaborate with client, family, community, nurses and members of other disciplines.

Students are expected to implement all previously learned nursing skills.

CLINICAL PRACTICE

“Clinical practice may include shift and weekend rotations”, as outlined in Section 134.1.1 (4), Programs of Study of the University of Alberta Calendar 2013-2014.

<http://www.registrar.ualberta.ca/calendar/Undergrad/Nursing/Programs/134.html#134.1>

Components of this nursing practice experience will include:

- Twenty-four (24) to thirty-two (32) hours of clinical practice per week (6 weeks)
- ~~Schedule will include twelve (12) hour shifts during the week. Eight hour (8) day/evening shifts and twelve (12) hour week/weekend will be included in the schedule.~~

See timetable on Moodle for dates and times.

If a student is not adequately prepared for clinical to deliver safe care to clients, the tutor may request the student leave the clinical setting.

Students will be assigned to a designated Tutor in either group A, B, C ~~or D, D or E~~ throughout the clinical rotation.

- **Schedules for clinical practice and specialty areas will be placed on Moodle**
- **Nursing 491 will commence on September 3, 2013.**

Commented [DH4]: New to check hours as written assignment taken out

Commented [DH5]: Can be placed on Moodle as general

If a student is absent from the clinical setting due to illness the following must occur:

- The student will contact their assigned unit;
- The student will contact The Nursing Office at 791-4889 and leave a message;
- The individual instructor will advise students if and how they wish to be contacted, including the number; and
- The Instructor may advise the student to contact the Keyano College Nurse at 791-4808.

Note: Students not following these requirements will be considered absent without leave and abandoning their patients, which may result in clinical failure.

If the student is absent from the clinical setting for other reasons:

- The student will contact their assigned unit;
- The student will contact the Nursing Office at 791-4889 and leave a message; and
- The individual instructor will advise students if and how they wish to be contacted, including the number.

Learning Goals

Subsequent to self-evaluation and tutor feedback, students are required to develop learning goals for their professional development. Students will submit for review a minimum of three SMART learning goals related to their clinical practice. Learning goals will be submitted **September 16, 2013 by 1200**. This is intended to enable the student to work through the steps of assessing, planning, implementing and evaluating their learning process. Steps of the process include:

- Providing the student with an opportunity to develop individual learning goals within the framework of the course objectives
- Allowing students to determine learning objectives in view of their own perception of their strengths and areas for improvement
- Identifying strategies for meeting the objectives
- Identifying evaluation strategies

Learning opportunities which students can reasonably expect to occur during their clinical experience are not considered part of their learning goals i.e., IV initiation, insertion of Foley, etc.

Learning goals MUST **be accompanied by one (1) journal article** related to learning goals.

LABS

Labs will be completed in the first week of Nursing 491. It is the expectation that the knowledge and skills obtained from the Nursing 491 lab and all previous nursing labs and courses will be incorporated into Nursing 491 clinical. Please see timetable for labs.

SEMINARS

Seminars will be student led and revolve around topics related to clinical experiences. To accommodate clinical hours, seminar times will be determined by the students and tutors.

OVERVIEW OF COURSE EVALUATION

In order to pass Nursing 491, students must demonstrate safe, knowledgeable, ethical nursing practice, professional behavior, and complete the specified learning experiences, assignments and evaluation components as outlined in this section. In addition, students must demonstrate consistent integration of teacher feedback and improvement in the quality of nursing practice to a satisfactory level by the end of Nursing 491.

Students must receive a minimum grade of (C-) in the ENP (Evaluation of Nursing Practice) for successful completion of this component of Nursing 491.

METHOD OF EVALUATION	DATE(S)	PERCENTAGE OF FINAL GRADE
Medication Administration Safety Screen Exam (MASS) – Pass/Fail September 4 th , 2013		
Theory Exam	Tuesday, October 8, 2013 for groups A, D & BE Wednesday, October 9, 2013 for groups CB & DE	30%
Evaluation of Nursing Practice	Midterm Evaluation: week of September 23 30 , 2013 Final Summative Evaluation: October 18, 2013	70%

Commented [DH6]: Look at dates

Given that this is a fourth Year University of Alberta Course please note the following:
 The final course grade is based on a combination of absolute academic achievement (an individual student's course summary mark) and relative performance (a comparison of a student's term summary mark to all students' term summary marks). Due attention is paid to descriptions of grade points according to the 2013-2014 University of Alberta Calendar [Section 23.4(5)]:

Excellent	A+, A, A-
Good	B+, B, B-
Satisfactory	C+, C, C -
Poor	D+
Minimal Pass	D
Failure	F

Assignments are marked as raw scores according to the percentage weight assigned to each. At the end of the course, all scores are totaled for a term summary mark in the course.

Final course marks are not final until approved by the U of A and placed on Bear Tracks for students to access.

MEDICATION ADMINISTRATION SAFETY SCREEN – (PASS/FAIL)

The medication administrative safety screen exam will be held on **September 4th, 2013 from 1300 to 1345 in Room 228.** ~~Please see timetable for room number.~~ *Any further changes in time/room number will be posted on white board in nursing office.

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Students will write the MASS Exam during the first week of the course. The exam will include course appropriate level of application of dosage calculations, medication preparation and administration protocols from the Predham & Buchholz Med Math text. Students may use a basic calculator in the exam. The pass mark is for the exam is **90%**.

Students will have two opportunities to pass the Medication Administration Safety Screening (MASS) exam at the beginning of the clinical course. Failure to pass the MASS exam at the beginning of the course will require the student to withdraw from the clinical course.

Medication administration in clinical practice **will not commence** until successful completion of the supplemental MASS exam. Should it be necessary, the student and the tutor will schedule the MASS re-write in the Skill Centre at a mutually agreed upon time, within a minimum of one (1) day and maximum of one (1) week.

Theory Exam – (30%)

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The theory exam will be held on **October 8, 2013 for groups A, D & BE** and **October 9, 2013 for groups CB & DC**. See timetable for times and room numbers.

The purpose of the exam is to assist the student with preparation for the Canadian Registered Nurse Examinations. The examination is comprised of 100 multiple-choice questions.

EVALUATION OF NURSING PRACTICE (ENP) - (70%)

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Nursing practice must be evaluated according to the criteria outlined in the Evaluation of Nursing Practice (ENP) (Appendix B).

To encourage the development of self-reflective practice, it is recommended that client preparation, reflective practice, nursing care and learning plans be evaluated through discussion during the clinical day and post conference.

Evaluation of students' clinical performance.

- A written formative and summative evaluation of Nursing Practice will be completed by the student and the tutor. This will be accomplished through observation, assessment, and evaluation of the student during nursing practice. Evaluations will be completed by the tutor and may be supplemented with input from peers, the staff at NLHC, the client, and other nursing faculty.
- Additionally, preparation and safe clinical knowledge will be assessed through concept mapping, as well as through the application of the nursing process; including all components - assessment, nursing diagnosis, goals, interventions, and evaluation.
- Students are expected to be prepared for each clinical day by researching procedures, medical conditions, medications, etc. prior to providing client care. Required psychomotor skills may also need to be reviewed prior to the clinical experience.
- Students should be prepared to discuss their clients' plan of care (including priority needs, nursing diagnoses, goals, interventions, medications, client teaching plan, and evaluation criteria) with the tutor during clinical time.

Students **MUST** pass **all components** of the ENP in order to pass the course. If you do not pass all criteria on the ENP, it constitutes a clinical failure, as the student has then shown unsafe, unprofessional or unethical nursing practice.

Students who demonstrate unsatisfactory clinical performance, indicative of clinical failure, will be informed immediately by the Tutor. To facilitate progress for the student with unsatisfactory performance, a remedial plan will be developed by the Tutor in consultation with the student. Students who do not meet the course objectives will receive a failing course grade.

The evaluation of students in clinical courses will be achieved through the use of the following three elements:

- Evaluation of Nursing Practice (ENP)
- Grade Descriptors
- Levels of Independence

Weekly anecdotal notes will be documented, discussed with the student, and signed by both the instructor and the student. Written reflection will be required as part of the mid-term and final ENP. Additional written reflection may be required by individual instructors based on student progress.

Critical Self Reflection

Critical reflection means reviewing experiences from your clinical practice so that it may be described, analyzed, evaluated and then utilized to inform and change your future practice. It is an integral part of your nursing education as it provides the opportunity to learn from your experiences. Continual critical thinking and reflection can close the gap between theory and practice, improve quality of care and stimulate personal and professional growth. Reflective practice is a valuable tool to help you identify your strengths and areas needing improvement to establish learning strategies for the next clinical experience.

Students are **highly encouraged** to critically reflect on their clinical experiences throughout the course. Confidentiality must be maintained when describing a clinical incident.

Recommended guidelines for Critical Self-Reflection:

- Describe significant experiences you had during your clinical week. Include thoughts, feelings, and perceptions.
- Reflect on these experiences. Describe why this experience was important to you, and what factors (assessment, previously learned experiences, values, beliefs, stereotypes or biases) influenced your decisions/actions/feelings.
- Evaluate your strengths and areas needing improvement in this situation. Explain why you think these were areas of strength or areas needing development. How the client/family is ultimately affected?
- Describe your significant learning. How does this impact your nursing practice? Describe what you would do differently/investigate/maintain if a similar incident should occur in the future. Describe what you would teach someone else (i.e. peer) about this incident in order to improve nursing practice.
- Critical self-reflection should include evidence from the literature.

Midterm Evaluation

Commented [DH10]: New to include weekly evaluations

Midterm Evaluations will occur during the **week of September 23~~30~~, 2013**. The tutor and student will meet for the midterm evaluation at a mutually agreed upon time for both the student and tutor. Students must come prepared with the following:

- a. Their strengths and opportunities for improvement documented and come prepared to discuss them. The focus of the midterm evaluation will be reflection on practice and not assessment of grades. No grades will be discussed during midterm evaluations.
- b. One (1) instance of critical self-reflection documented based on their experiences that follow the Guidelines for Critical Self-Reflection outlined on the previous page. Students must also bring personalized article(s) used as evidence in the self-reflection.
- c. Their Learning Goals and come prepared to discuss them in relation to their first three (3) weeks of clinical practice.

Note: Being unprepared for mid-term evaluation will be reflected in the ENP.

Final Evaluation

Final evaluations are scheduled for **October 18, 2013** in the tutor's office. Appointment times will be allotted by the tutor. A final written summative evaluation will be completed by the student and the tutor based on the Evaluation of Nursing Practice (ENP) and learning goals.

Students must complete the ENP form. Completion of ENP form includes:

- a. Completion of each of the six (6) sections of the ENP with examples of how the student met the criteria in each section, as well as the course objectives. The progress related to Learning Goals should also be incorporated. Critical self-reflection, using the Guidelines for Critical Self-Reflection outlined on the previous page, should be used to support your examples. Students must also bring personalized article(s) used as evidence in the self-reflection.
- b. Identification of the grade the student feels they should receive for the course. Students must provide rationale related to the grade that is expected.

Students must come prepared with all of the above or will be required to rebook an appointment with the Tutor.

Please submit to your Tutor, either through e-mail or hard copy, the completed ENP and your personalized article(s) two (2) days prior to your final evaluation.

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PLEASE NOTE: Students are to complete an on-line course evaluation for Nursing 491. Student feedback is important to ensure continued provision of high quality education in the baccalaureate program. The survey can be access by following this link: <http://www.surveyfeedback.ca/surveys/wsb.dll/s/1g93a>. The evaluation can also be accessed through Moodle.

REQUIRED RESOURCES

All required texts/labs/seminars from previous nursing courses.

ADDITIONAL RESOURCES

Canadian Nurses Association (CNA), Code of Ethics for Registered Nurses (2008) guides nursing practice and must be reflected in all components of Nursing 491 and evidenced in the Evaluation of Nursing Practice (ENP). Refer to Keyano College Student Handbook Nursing Program Policies for printed version or go to http://www2.cna-aiic.ca/CNA/documents/pdf/publications/Code_of_Ethics_2008_e.pdf

College and Association of Registered Nurses of Alberta (CARNA), Entry to Practice Competencies for the Registered Nurses Profession (2006). Refer to Keyano College Student Handbook Nursing Program Policies for printed version or go to <http://www.nurses.ab.ca/pdf/Entry-to-Practice%20competencies.pdf>

APPENDIX A: NURSING STUDENT ROLE AND RESPONSIBILITY

Working in health care gives nursing students special responsibilities. Students apply their knowledge and skills in the care of clients under the guidance of a tutor. Student's behaviour should reflect the values of NLHC at all times. Policies and guidelines for clinical placement are designed to facilitate student identity, patient safety and comfort, and infection control.

The student will:

- Demonstrate an understanding of the objectives and learning outcomes of the Nursing 491 course.
- Demonstrate self-motivation and independence in their approach to enhance their own learning.
- Look for opportunities to learn and recognize the wealth of information available in the clinical area.
- Be prepared for each clinical shift and portray a professional manner.
- Comply with the Student Handbook policy with regard to dress code and required equipment.
- Be punctual when reporting to their designated clinical area.
- Respect the safety and well-being of clients in the clinical learning experience.
- Adhere to general rules, policies, and regulations of NLHC.
- Ensure that nurses and physicians have "right of access" to client's charts at all times.
- Obtain a report from a staff nurse prior to giving care and collaborate with staff members who retain responsibility for the clients.
- Immediately inform staff nurse and tutor of significant changes in a client's condition.
- Introduce themselves appropriately to clients and ask permission to participate in their care.
- Use clear, accurate and effective communication skills in professional interactions.
- Recognize her/his knowledge, skills and abilities, limits of responsibilities, legislative authority and supervision requirements.
- Recognize that's she/he is accountable for the quality of care she/he provides within the established objectives.
- Recognize her/his responsibility to notify the tutor if they are not achieving objectives due to the clinical setting.

- Communicate situations of conflict in which a student perceives that his or her individual cultural values, ethics, or religious beliefs are in direct conflict with specific aspects of the clinical or observation experience.
- Check with the staff nurse before administering any medications to clients.
- Ensure all documentation is complete before leaving the clinical area.
- Document nursing assessments or observations, the care provided by the student for the client, and the client's response to that care.
- Give a report to the staff nurse on the condition and care of the assigned client(s) before leaving the clinical area.
- Implement measures to promote a safe environment for each client.
- Incorporate health promotion and all levels of prevention in their nursing practice with clients/families.
- Delineate, establish, and maintain professional boundaries with each client.
- Provide privacy during assessment and any interventions with the client/family.
- Provide care to assigned client(s) without discrimination and treat each client with courtesy, respect, and with full recognition of dignity and individuality.
- Know the infection control, safety, fire, and emergency procedures of the NLHC.
- Be friendly, courteous & polite.
- Immediately report any incidents/accidents during the clinical experience.

Students are *NOT* permitted to:

- Perform delegated medical acts.
- Act as a witness under any circumstances or for any purpose.
- Provide second signature/check for controlled drugs, blood products, and medications listed as requiring independent double-checking and double signing.
- Perform any skill or procedure that the student has not attained competency without the tutor or staff nurse.
- Take verbal or telephone orders.
- Count narcotics or carry narcotic keys.
- Initiate blood or blood products.
- Remove a chest tube or discontinue chest drainage.

- Initiate or discontinue central lines or epidural infusions.
- Testing blood sugar using a glucometer.
- Transport patients/residents alone when the presence of an RN is required.
- Engage in behavior that causes or may cause physical, verbal, mental, or emotional abuse to a client.
- Falsify any client record or any other document prepared or utilized in the NLHC.
- Eat, drink, and chew gum in client care areas.
- Use of cellular telephones in the clinical setting can be disruptive to the learning environment and will not be used during clinical.

APPENDIX B: Nursing 491 Evaluation of Nursing Practice (2013)

STUDENT'S NAME (Print): _____

TUTOR'S NAME (Print): _____

**Student's overall performance will be assessed in each of the six categories.*

Excellent (4)	Very Good (3.5)	Good (3)	Expected/ Satisfactory (2.5)	Fail (0)
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- 4: Excellent**
Student meets the objectives at a "Level of Independence" greater than identified on the ENP, all of the time.
- 3.5: Very Good**
Student meets the objectives at a "Level of Independence" greater than identified on the ENP, the majority of the time.
- 3: Good**
Student meets the objectives at a "Level of Independence" greater than identified on the ENP some of the time.
- 2.5: Expected/Satisfactory**
The student meets the objectives at a "Level of Independence" required on the ENP.
- 0: Fail**
Student fails to meet the objectives at a "Level of Independence" required on the ENP.

RC = Relevant Competency Please refer to the Graduate Competencies and Year End Outcomes Condensed Version 2012-2013 (Approved May 2012)

LEVEL OF INDEPENDENCE

In evaluating (clinical performance) objectives, the following level of independence will be used:

- With assistance:** The student requires direction and information.
- With minimal assistance:** The student requires *occasional* direction and information.
- With guidance:** The student requires clarification, prompting and confirmation.
- With minimal guidance:** The student requires *occasional* clarification, prompting and confirmation.
- Independently:** The student works mostly on his or her own and seeks information, clarification.

** The student must demonstrate progression in levels of independence in meeting the requirements as outlined in the ENP during this clinical experience.*

Definition of terms:

Direction: tutor tells student what to do, about steps to take

Information: tutor tells student specifics about a concept, topic

Clarification: tutor, through questioning and feedback, assists the student to state their information in a different and clear way, often with more details. Student asks questions to increase their understanding; questions asked demonstrate a sound knowledge base

Prompting: tutor provides student with a cue that answer is incomplete or incorrect and how to resolve the lack of information. A prompt is broader than a hint. Prompting is generally used to add breadth or depth.

Confirmation: tutor provides positive feedback for correct information and direction provided by the student

Consultation: student provides tutor with information and/or direction and asks specific questions about the information or direction which the instructor confirms.

Occasional: indicates that input is provided by tutor now and then.

RELATED COURSE OBJECTIVE:	
Demonstrate, independently or with minimal guidance the ability to practice in accordance with Year 4 competencies, as described in the document entitled: <i>Graduate Competencies and Year-End Outcomes Condensed Version 2012-2013</i> .	
RC	1. PROFESSIONAL RESPONSIBILITY AND ACCOUNTABILITY
1.4	1.1 Presents a professional image.
1.4	1.2 _ Independently demonstrates accountability for making decisions and the outcomes of these decisions those decisions.
2.4	1.3 Uses effective time management strategies in coordinating care, organizing workload, and setting priorities.
3.4	1.4 Independently demonstrates the ability to practice safely and within the limits of own competence and knowledge.
1.4	1.5 Independently demonstrates initiative and responsibility to accurately assess and meet own learning needs and implements learning goals to maximize and or improve nursing care.
3.4 4.4	1.6 Independently understands and ensures personal, client and colleague safety by practicing within the policies and procedures of the agency/organization.
RELATED COURSE OBJECTIVES:	
Demonstrate, independently or with minimal guidance, the ability to provide evidence-based, competent nursing care to clients who are acutely ill and/or are in ambiguous complex situations, in a variety of settings (primarily hospitals and home care).	
Demonstrate the ability to integrate knowledge into clinical practice.	
Demonstrate knowledge of the relevance of primary health care to all areas of practice.	

2. KNOWLEDGE - BASED PRACTICE	
RC	
10.4	2.1 Independently applies a critical thinking approach to nursing.
5.4	2.2 With minimal guidance, identifies, develops and engages in strategies for social and political action.
10.4	2.3 Independently uses credible and evidence informed theory and resources to provide competent care.
18.4	2.4 With minimal guidance, uses anticipatory planning in the delivery of competent client care.
19.4 23.4 21.4	2.5 Independently identifies appropriate nursing diagnoses from relevant assessment data, sets goals, develops plans for care, and evaluates outcomes in complex and rapidly changing client situations.
21.4	2.6 With minimal guidance, manages multiple nursing interventions in complex, rapidly changing unstable patient conditions.
20.4	2.7 Independently recognizes and seeks help in rapidly changing unstable client conditions.
15.4	2.8 Independently uses principles of primary health care to anticipate client health problems to manage complex problems and promote continuity of care.
15.4 27.4	2.9 With minimal guidance, collaborates with other members of the interprofessional team in the delivery of care to the client.
18.4	2.10 With minimal guidance, makes appropriate judgments and sound decisions in management of care based on clear and accurate understanding of rationale for care, best practice guidelines and research
7.4 8.4	2.11 Applies a knowledge base from nursing and other disciplines concerning current health care issues (e.g. acute care, trauma, pediatrics, chronic care, palliative care)
24.4	2.12 Uses appropriate lines of communication to report significant issues or concerns related to delivery of nursing care and patient / client outcomes.
24.4	2.13 Produces clear, timely, relevant, and thorough charting / documentation
27.4	2.14 Establishes and maintains effective working relationships and open communication with colleagues

RELATED COURSE OBJECTIVE

Demonstrate, independently or with minimal guidance, the ability to practice in accordance with Year 4 competencies, as described in the document entitled: *Graduate Competencies and Year-End Outcomes Condensed Version 2012-2013*.

RC	3. ETHICAL PRACTICE
25.4 26.4	3.1 Independently provides nursing care that respects professional boundaries, and individual rights such as informed consent, confidentiality, client autonomy, and advocacy
25.4 26.4	3.2 Demonstrates respect for cultural, spiritual, and individual values, beliefs, and opinions of peers, colleagues, and clients.
25.4	3.3 Independently identifies potential effect(s) of own values, beliefs, and experiences on relationships with clients, and uses this self-awareness to support provision of competent care
25.1	3.4 Establishes therapeutic and caring relationships with clients

RELATED COURSE OBJECTIVE

Demonstrate, independently or with minimal guidance, the ability to manage health promotion and prevention activities using advanced therapeutic/interpersonal communication skills, health counselling skills, and teaching and learning principles.

RC	4. SERVICE TO PUBLIC
27.4	4.1 Independently applies principles of therapeutic and professional relationships in establishing rapport with clients / staff and terminating these relationships.
28.4 29.4	4.2 Independently or with minimal guidance, demonstrates leadership, management, and administration skills.

RELATED COURSE OBJECTIVE:

Demonstrate, independently or with minimal guidance the ability to practice in accordance with Year 4 competencies, as described in the document entitled: *Graduate Competencies and Year-End Outcomes Condensed Version 2012-2013*.

RC	5. SELF-REGULATION
31.4	5.1 Independently demonstrates understanding of the CARNA practice standards and competencies in relation to the development of own nursing practice.

RELATED COURSE OBJECTIVE:

Demonstrate, independently, the processes of self-directed learning, critical thinking, and group process in utilizing context-based learning, in all learning activities

RC	6. CONTEXT BASED LEARNING
33.4.1	6.1 Independently directs own learning.
33.4.2	6.2 Independently uses critical thinking skills to facilitate learning of the group.
33.4.3	6.3 Independently effectively uses group process to facilitate learning of the group.
34	6.4 Independently selects, and empowers clients to choose appropriate strategies to deal with ambiguity and diversity.

MID-TERM COMMENTS

1. Professional Responsibility and Accountability
2. Knowledge-Based Practice
3. Ethical Practice
4. Service to Public
5. Self-Regulation
6. Context Based Learning

Mid-term recommendations for clinical performance development:

Student Name: _____ Signature: _____ Date: _____
Tutor's Name: _____ Signature: _____ Date: _____

Please Note: Student signature on this document denotes that the student has read the evaluation. It does not mean that the student necessarily agrees with all of its content.

This information is collected for the purpose of appraising student performances; assigning a course mark; and monitoring student progress according to guidelines established in the *Alberta Freedom of Information and Protection of Privacy Act*.

FINAL COMMENTS

1. Professional Responsibility and Accountability
2. Knowledge-Based Practice
3. Ethical Practice
4. Service to Public
5. Self-Regulation
6. Context Based Learning

Final recommendations for clinical performance development:

Proposed Student Mark: /24

Final Mark: /24

Student Name: _____ Signature: _____ Date: _____

Tutor's Name: _____ Signature : _____ Date: _____

Please Note: Student signature on this document denotes that the student has read the evaluation. It does not mean that the student necessarily agrees with all of the content.

This information is collected for the purpose of appraising student performances; assigning a course mark; and monitoring student progress according to guidelines established in the *Alberta Freedom of Information and Protection of Privacy Act*.

~~This course outline has been reviewed and approved by the Program Chair.~~

~~*Donna MacDougall, Instructor*~~

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~~*Doris Roth, Instructor*~~

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~~*Nadine Rimmer, Instructor*~~

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~~*Traey Parker, Instructor*~~

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~~*Faculty X, Instructor*~~

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~~Bev Maron, Chair — Date Authorized~~

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~~Guy Harmer, Dean — Date Authorized~~

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~~Signed copies to be delivered to: Instructor and Registrar's Office~~